DOCUMENT RESUME

ED 230 893 CG 016 760

AUTHOR Stanley, Helen; And Others
TITLE Program Manual for the Early Secondary Intervention Program.
INSTITUTION Monmouth County Narcotics Council, West Long Branch, NJ.
PUB DATE 76
NOTE 41p.; Best copy available.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; *Attendance; Counseling; *Drop Out Prevention; *Potential Dropouts; Reference Groups; *School Holding Power; Secondary Education; Self Concept; Self Esteem; Social Support Groups; Student Attitudes; Student Behavior; *Student Motivation; Student Participation

ABSTRACT

This manual describes a project developed to assist schools to help low-motivated students to increase their attendance and motivation, and to help reduce dropouts by enhancing students' self-image and increasing their success experiences in school. Each chapter contains a step-by-step outline for developing each stage of the program: (1) student selection; (2) gaining parental permission; (3) preparing for the first group meeting; (4) the first group meeting; (5) conferences between group meetings; (6) other activities between group meetings; (7) follow-up records on fact sheets; (8) group meeting activities; and (9) trips Early Secondary Intervention Program (ESIP) students can earn. Support materials for implementing the program include a sample student data card, and a student selection sheet; a suggested telephone script; sample letters to parents; teacher rating forms, and a behavior rating scale; a follow-up form; a group meeting agenda, group rules, and a group rule sheet; a weekly report card; a points earned form, and a points record; activities between group meetings; and a list of trips for ESIP students. (AG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED230893

PROGRAM MANUAL FOR THE EARLY SECONDARY INTERVENTION PROGRAM

Helen Stanley
Alan Goldstein
Brenna Bry

Rutgers University
GSAPP, Box 819
Piscataway, NJ 08854

developed by the

Monmouth County Narcotics Council
Holiday Office Building
West Long Branch
New Jersey 07764

1976

CG 016760

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Brenna H. Bry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"The Early Secondary Intervention Program"
(ESIP)

Introduction

The ESIP is a project developed by the Monmouth County Narcotics Council to assist schools in aiding low-motivated students to increase their attendance and motivation, and to help reduce drop-out rates. While it is not directly associated with drug-related problems, the philosophy of ESIP is that the person who possesses a positive self-image and experiences success in school will not choose to harm him/her self with drugs or other forms of self-destructive behavior.

Project Director, Dr. Brenna Bry, Clinical Psychologist, assists school personnel in establishing and implementing the program. The following manual outlines the steps that any professional within a school system can take to accomplish the above ends.

Index

		Page
Chapter I	Student Selection	1
Chapter II	Gaining Parental Permission	4
Chapter III	Preparing for the First Group Meeting	11
Chapter IV	First Group Meeting	15
Chapter V	Teacher Conferences Between Group Meetings	25
Chapter VI	Other Activities Between Group Meetings	27
Chapter VII	Follow-up Records on Fact Sheets	30
Chapter VIII	Group Meeting Activities	31
Chapter IX	Trips ESIP Students Can Earn	33

Chapter I: Student Selection

A. Students are selected by consultation with the principal, guidance counselors, teachers and nurse of a school system.

B. The students selected must fit the criteria of the "Student Selection Sheet" (see Form IB). Cumulative folders will generally indicate what problem areas exist. An X is then placed in the appropriate column to the right of each name.

C. Attendance registers in school offices should be checked to identify students with unusually high absenteeism totals and tardiness totals. These students should be included as candidates for the program.

D. Identify twice as many students as needed for the program (see below for reason).

E. Complete 3 x 5 data cards for each selected student including the following information:

Name:	D.O.B.	H.R.
Address:		
Telephone No.:	Grade:	
	Parents' Jobs:	
	1.	
	2.	
Previous Year		
Absences:		
Tardinesses:		
Grades: PE		
Eng.	Sex:	
Math	Race:	
Sci.		
Humanities		

EARLY SECONDARY INTERVENTION PROGRAM

STUDENT SELECTION SHEET

PROBLEM AREAS:		ACADEMIC					CONDUCT		FAMILY			OTHER
NAME	H.R.	"No interest in school" "Does no work" "Not take school seriously" "Doesn't care" "Makes no effort" "Blames others"	High absence and/or tardiness (20 in 6 Gr.)	6 "Ns" or "Ps" on 6 Gr. Report Card			Frequent discipline referrals		Lack of family closeness; separation from a parent or sibling	Family problems w/ alcohol, drug, law breaking, or dropping out of school		

F. Give these data cards to Dr. Bry for group assignment. A coin flip will determine which students will be assigned to the program group and which will be assigned to the non-program group.

Chapter II: Gaining Parental Permission

A. Make telephone calls advising parents of the program and asking permission for their child to participate. (see Form IIA for Suggested Script)

B. Send letters to parents contacted by phone for their written permission. (see Form IIB)

C. Send letters to parents not contacted by telephone. (see Form IIC)

D. It is advisable not to start group meetings until all permission slips have been received.

E. (Optional step) Before the program begins, ask teachers to complete a Teacher Rating Form for every student that they teach who is in either the program or non-program group. You may use either Form IIEa or Form IIEb for this purpose. Do this before telling teachers which students will actually be in the program. This serves as a basis for comparison when evaluating the effects of the program.

Form IIA

SUGGESTED TELEPHONE SCRIPT

Hello, Mrs., Ms. _____

Are you _____'s parent?

This is _____ _____ calling from _____ school. I'm _____'s Guidance Counselor (or teacher or nurse).

The school is offering a program for some of the _____ grade students this year. It's designed for students who have abilities but who are not using their abilities as much as they could.

We have selected _____ for this program.

The program includes group discussions once or twice a week. We're hoping that group discussions will lead to the students' becoming more self-motivated.

We're planning to begin the program on _____, but we would like to have your permission first - to include _____ in the program.

So it's all right with you that _____ participates. Good. We'll send you a form to sign and send back to us giving your written permission. And we'll call you about _____'s progress in the program. How can we get a hold of you during the school day?

Form IIB

January 22, 1976

Mr. & Mrs. John Jones
2 Lloyd Road
Matawan, N.J. 07747

Dear Mr. & Mrs. Jones:

This is to confirm our telephone conversation yesterday regarding the new group program for selected students, being offered until the end of the school year.

We are delighted that you have given your permission for your child, William, to participate in this program, and we will be in touch with you periodically to discuss your child's progress.

We would appreciate your signing the attached permission form below, and returning it in the enclosed envelope.

Thank you so much.

Very truly yours,

Mary Elizabeth Buhl, Guidance Counselor
Denise Hayaton, Teacher

/cd
enc.

January 22, 1976

I give my permission for my child, William Jones, to participate in the group program.

_____
Parent's Signature

Form IIC

January 22, 1976

Mrs. Dorothy Smith
11 Stillwell Street
Matawan, N.J. 07747

Dear Mrs. Smith:

The Guidance Department of the Lloyd Road Middle School has developed a program especially for students who have the ability to do better in school. Your child, Helen Doe, has been selected as a candidate for this program. It will be handled as a mini-course, so that your child will not be taken out of any of her regular classes. We will be monitoring your child's daily progress, speaking frequently with her classroom teachers, and will be meeting with your child in a small group, two times a week.

I tried to telephone you to ask your permission to include Helen in this program. Since it has not been possible to reach you by phone, I would appreciate your signing the attached slip and returning it in the enclosed envelope. If you would like to discuss the program, please call at your convenience, 556-1800, ext. 257.

After Helen is admitted into the program, we will be in touch with you periodically to discuss her progress.

Yours very truly,

Mary E. Buhl, Guidance Counselor
Denise Hayaton, Teacher

/cd

January 22, 1976

I give my permission for my child, Helen Doe, to participate in the group program.

_____
Parent's Signature

Form IIEa

TEACHER RATING FORMS INSTRUCTION SHEET

by Steven Clarfield, Ph.D.

We would now like to know your impression of some students AT THIS PARTICULAR TIME. Please PUT A NUMBER IN EACH BLANK in Section I (don't use checks (✔).

0 = not a problem or no knowledge

1 = very mild problem

2 = moderate problem

3 = serious problem

4 = very serious problem

It is not necessary for you to mark sections II and III at this time.

Form IIEa

TEACHER RATING FORM -- by Steven Clarfield, Ph.D.

hild's name_____ H.R._____ Date_____

chool_____ Teacher_____

ection I - Behavioral Problems

hild is disruptive in class
_fidgety, hyperactive, can't stay in seat
_talks out of turn, disturbs others while they are working
_constantly seeks attention, "clowns around"
_overly aggressive to peers, (fights, is overbearing, belligerent)
_defiant, obstinate, stubborn
_impulsive, is unable to delay

hild is withdrawn
_shy, timid
_does not make friends
_over conforms to rules
_daydreams, is preoccupied, "off in another world"
_unable to express feelings

hild is anxious
_worried, frightened, tense
_depressed
_cries easily, pouts, sulks
_does not trust others
_shows other signs of "nervousness" specify:_____
_specific phobia

Other behavioral symptoms
___lacks self-confidence
___overly sensitive to criticism
___reacts poorly to disappointment
___depends too much on others
___pretends to be ill
___other, specify:_____
___poor grooming or personal hygien

Educational Problems

Child is underachieving - not worki up to potential in class
___poorly motivated to achieve on school work
___poor work habits
___difficulty following directions
___poor concentration and limited attention span
___motor coordination problem
___other, specify:_____

Child has specific academic proble
___reading ___writing ___math
___colors ___numbers ___concept
___language skill problems, specif
_____

ection II

From your experiences with this child, please check (✓) any of the ollowing which you believe relate to the problems you have reported:

_separation or divorce of parents
_illness or death of family members
_adjustment to foster home placement
_lack of educational stimulation in the home
_economic difficulties
___under family pressure to succeed
___overprotective parents
___marital instability
___serious health problem
___sibling rivalry
___parental rejection

ection III

From your experience with this child, indicate where he would lie on the ollowing dimensions:

now child well ..... Barely know child
1.....4.....7

hild seems easy to like ..... Child seems difficult to like
1.....4.....7

hild has significant school djustment problems ..... Child has no school adjustment problems
1.....4.....7

PUPIL_____ DATE_____ TEACHER'S NAME_____ SCHOOL_____

Sex: M F

This is pupil's 1st 2nd time in this grade
(teacher, please circle one)

AML BEHAVIOR RATING SCALE -- by Emory Cowan

PLEASE RATE THIS PUPIL'S BEHAVIOR AS YOU HAVE OBSERVED AND EXPERIENCED IT:

This Pupil -	Never (1)	Seldom (2)	Moderately Often (3)	Often (4)	Most or all of the time (5)
1. Gets into fights or quarrels with other students	( )	( )	( )	( )	( )
2. Has to be coaxed or forced to work or play with other pupils	( )	( )	( )	( )	( )
3. Is restless	( )	( )	( )	( )	( )
4. Is unhappy or depressed	( )	( )	( )	( )	( )
5. Disrupts class discipline	( )	( )	( )	( )	( )
6. Becomes sick when faced with a difficult school problem or situation	( )	( )	( )	( )	( )
7. Is obstinate	( )	( )	( )	( )	( )
8. Feels hurt when criticized	( )	( )	( )	( )	( )
9. Is impulsive	( )	( )	( )	( )	( )
10. Is moody	( )	( )	( )	( )	( )
11. Has difficulty learning	( )	( )	( )	( )	( )

Chapter III: Preparing for the First Group Meeting

A. Time - Morning meetings are generally better than afternoon ones, but schedule them at whatever time that the students will not be penalized for being out of classes. It is important to consult with the principal and teachers of the program students regarding the time out of class.

B. Place - The meeting should be in a contained room.

C. How Often? - Meetings should be held at least once a week, at the same time each week, but, if possible, twice a week. Students can do schoolwork under your guidance during one of the meetings.

D. List of Materials Necessary for Group Meeting

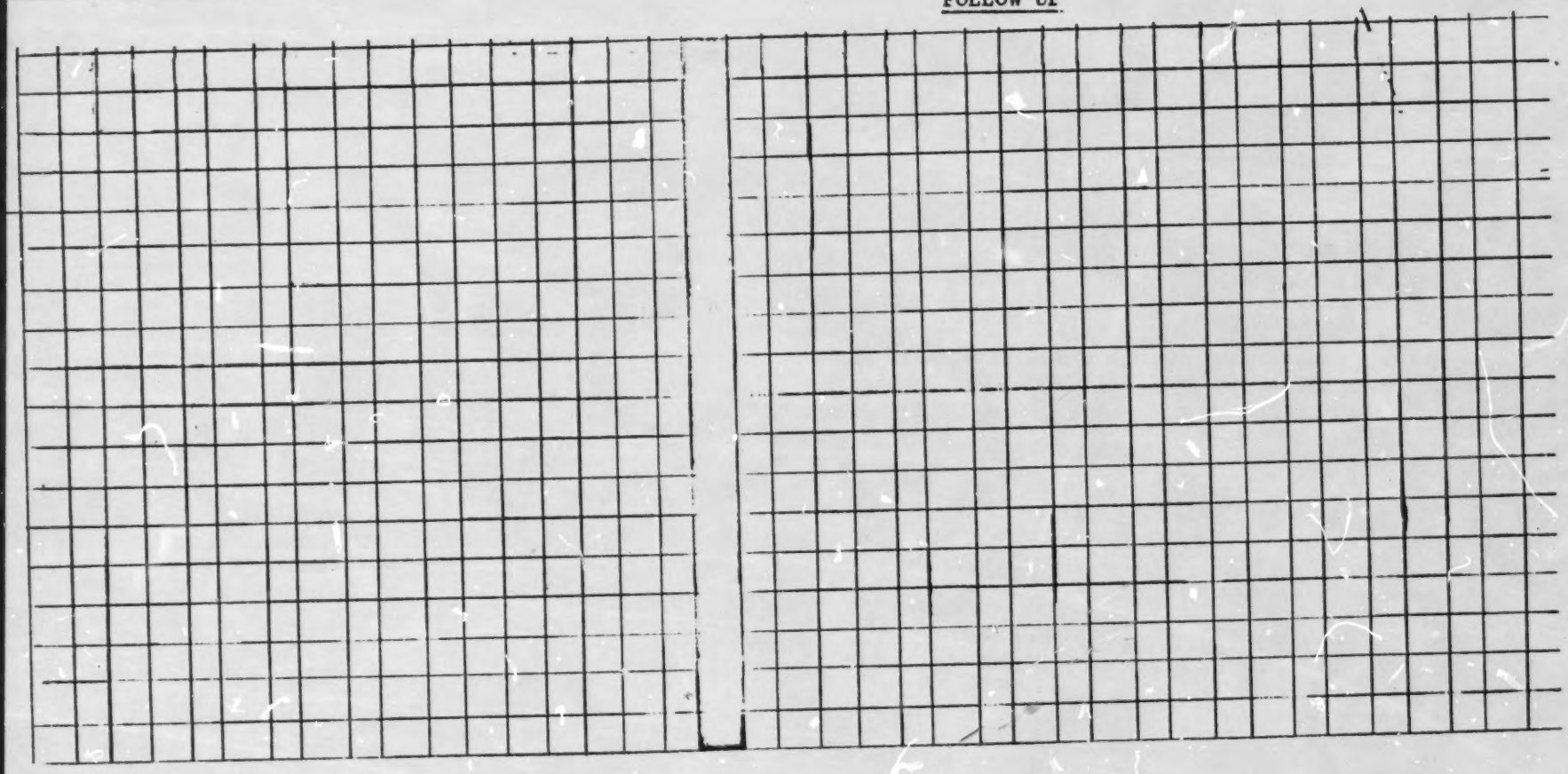
1. One Student Fact Sheet (Form IIIE) Use different colors for different forms.
2. One Weekly Report Card for each student (Form IVC)
3. One Points Earned Sheet for each student (Form IVD1)
4. One Bar Graph Chart (Form IVD9)
5. One Group Rule Sheet (Form IVB2)
6. One Meeting Agenda (Form IVA)
7. Teacher's desk bell (optional)
8. Food (optional)
9. More Values Clarification, by Simon & Clark; Pennant Press, San Diego, CA 92120; or Values Clarification, by Simon, Howe, & Kirschenbaum; Hart Publishing, N.Y., N.Y. 10003

E. Pre-Meeting Preparation of Student Fact Sheet (Form IIIE)

1. Name the month and year

Form IIIE

FOLLOW UP



KEY

1 - Absent
2 - Tardy
D - Detention
I - In-school suspension
L - Letter
S - Suspension
* - Known truancy
R - Referral

KEY

AC - Admin. Conf.
AT - Attempted Tele.
H - Help w/school work
G - Group mtg.
L - Letter home
O - Classroom Observ.
PC - Professional conf.
PaC- Parent Conf.
S - Spoken to
SC - Student Conf.
STC- Student/Tchr. conf.
TC - Teacher Conf.
TP - Telephone Parent
TS - Telephone Student
V - Visit home

ljg
12/22/76

2. In listing students, arrange the names alphabetically, skipping a line to separate the boys and girls.
3. Each block represents a school day. At the top of the fact sheet, to the right of the names, the date of the weekdays is written in as it appears for that month on the calendar. For example, if in September, 1976, school begins on Wednesday the 8th, the first three blocks should read 8, 9, 10. It is useful to draw a dark line through the sheet to show when a week has ended. Continue in the next blocks with 13, 14, 15, 16, 17, and draw another line to show the end of the week. Continue until all the weekdays for the month of September are filled in. Holidays are included and marked as such where they occur. (see Form IIIE) Leave the right half of Form IIIE blank until after the first group meeting.
4. Absences and tardiness are recorded from the school's daily attendance sheets. Use the key at the bottom of Form IIIE.
5. Disciplinary actions are taken from office records. Record discipline problems only if there are written records in the guidance counselors' files, teachers' files, or office files. Write cause of disciplinary action directly under the notation.

6. Use key shown on the bottom of Form IIIE to record disciplinary actions.
7. All the above mentioned data should be entered on the Fact Sheet (IIIE) for the week before the meeting is held. For example, if a meeting is held on a Thursday, have records completed to date of meeting, starting from the previous Thursday, and going through the Wednesday before the meeting. The left half of sample Form IIIE is filled out for a September 23 group meeting.

Chapter IV: First Group Meeting

A. Form IVA contains a suggested agenda for the first group meeting. This is a very convenient checklist for the group leader to follow during the meeting. The procedure is outlined step by step and, if followed systematically, should eliminate any difficulties with questions that may arise at the first and subsequent early meetings.

B. Form IVB1 lists the group rules. On Form IVB2, the group leader quietly makes a mark whenever a student breaks a rule during the group meeting. Students will get points for obeying these rules, and they should be emphasized during the first few meetings. These rules will be enforced at every meeting without exception. It is helpful to list the "Group Rules" on a blackboard in large, bold letters for the first few meetings so that students are immediately made aware of what is expected of them. Also, it is helpful to ring a desk bell whenever a rule is broken during the first few meetings because students are often unaware when they break a rule. Do not focus long on the negative behavior, however. Instead focus alot of attention at the end of the meeting on the students who <u>obeyed</u> the rules throughout the meeting.

C. Weekly Report Card (Form IVC) - students will write their name, homeroom, and date on the top line of the form. They

Form IVA

GROUP MEETING AGENDA

Materials to take to group: "Student Fact" sheet, students' "Report Card" sheets, students' "Points Earned" sheets, Group Rules sheet, bell (optional), chart, food, Values Clarification exercise.

Write your name and rules on black board and today's date.

Form circle with chairs.

As students come in, check passes to see if the teacher whose class their missing has signed the pass.

Offer students a snack.

After students arrive:

1. Explain you chose students whose lives could be better in one way or another for weekly group meetings.
   a. ask each one how missing this class will affect them (homework, responsibility).
2. A trip has been planned for this group.
3. To earn chance to go on trip, students earn points.
   a. by obeying group rules (review every rule slowly)
   b. by coming to school on time and staying out of trouble
   c. by getting good reports from teachers
4. Have students record teachers' names and subjects on Weekly Report Card.
5. Teach use of "Points Earned" sheets.
6. Record Weekly Totals on bar graph.

Form IVB1

GROUP RULES

1. NO TALKING WHEN SOMEONE ELSE IS TALKING.

2. NO LAUGHING AT OR CRITICIZING OTHERS.

3. NO TOUCHING OTHER PEOPLE OR OTHER PEOPLE'S POSSESSIONS.
(STAY IN YOUR OWN SPACE)

Form IVB2

GROUP RULE SHEET

Mr. Lundin's Group

	Pencil	No Talking	No Laughing or Criticizing	No Touching	
Joyce					
Sylvia					
John					
David					
Pauline					
William					
Alice					

Form IVC

WEEKLY REPORT CARD

Name: Sue Abby Homeroom: 210 Date: Sept. '76

Please circle YES or NO for each area, indicating satisfactory or unsatisfactory performance. We are most appreciative.

TEACHER OR SUBJECT	ON TIME	MATERIALS FOR CLASS	DID CLASSWORK	RECENT GRADES	SATIS. BEHAVIOR	DID HOMEWORK	WAS HOMEWORK ASSIGNED?	DATE
MATH Jones	(YES) NO	(YES) NO	(YES) NO	C D+ B	(YES) NO (Glad she didn't chew gum!)	(YES) NO (Did phonics well.)	(YES) NO	9/18/76
Eng. Smith	YES NO	YES NO	YES NO		YES NO	YES NO	YES NO	
Gym Baker	YES NO	YES NO	YES NO		YES NO	YES NO	YES NO	
Soc. Studies Lewis	YES NO	YES NO	YES NO		YES NO	YES NO	YES NO	
Science Cernin	YES NO	YES NO	YES NO		YES NO	YES NO	YES NO	
Shop Johnson	YES NO	YES NO	YES NO		YES NO	YES NO	YES NO	
	YES NO	YES NO	YES NO		YES NO	YES NO	YES NO	

Assignments that students should be working on: Make-up test in Math

Other comments: Does Sue want her seat changed in Math?

will also be asked to list all their subjects with the names of their teachers. Ask students to include gym and electives. Tell students that you will ask one of their teachers to rate them on this sheet sometime during the next week; so they should work hard to get all "Yes's." At all subsequent group meetings, pass out the Weekly Report Cards first so that students can have plenty of time to peruse their teacher's comments and ask questions about them. In fact, I call on each student, one by one, to talk about the ratings he/she got before I hand out the Points Earned Sheets.

D. Points Earned Sheet (Form IVD1) -

1. Hand each student this form with the following directions. Students will write their name and date where designated. It is important that a student remembers to bring a pencil to group meeting. <u>One</u> point is earned for this, and borrowing a pencil from the group leader or another student does not count for a point after the group starts. Give these points even at the first group meeting if a student happens to bring a pencil.
2. A student is given a <u>point</u> for <u>each day</u> he/she attends school, a <u>point</u> for <u>each day on time</u>, and a <u>point</u> for <u>each day</u> in school <u>without</u> a <u>discipline problem</u>. These data are taken from the Student Fact Sheet for the previous week. The day of the meeting is not counted.

Form IVD1

POINTS EARNED

DATE:

_____ NAME:_____

Pencil to group_____

Number of Days Present_____ Previous total_____

Number of Days on Time_____

Number of Days without discipline problems_____

Number of "Yes's" from teachers_____

Subtotal 1_____ ⟶ Subtotal 1_____

No talking when others talk_____

No laughing or criticizing others_____

No touching others or their possessions_____

\+

Subtotal 2_____ ⟶ Subtotal 2_____

\+

Weekly Total_____ ⟶ Weekly Total_____

New Total_____ _____ checked & recorded

DATE:

_____

Pencil to group_____

Number of Days Present_____

Number of Days on Time_____

Number of Dyas without discipline problems_____

Number of "Yes's" from teachers_____

Subtotal 1_____ ⟶ Subtotal 1_____

No talking when others talk_____

No laughing or criticizing others_____

No touching others or their possessions_____

\+

Subtotal 2_____ ⟶ Subtotal 2_____

\+

Weekly Total_____ ⟶ Weekly Total_____

New Total_____ _____ checked &

For example, if a meeting is held on Thursday, give points for the previous Thursday, Friday, Monday, Tuesday, and Wednesday. If a student was in school, on time, and without a discipline problem all 5 days, he/she would give him/her self 5 points for each category. If a student was in school only 3 days, due to either absences or holiday, late 1 of those 3 days, and had one discipline problem, he/she would give him/her self 3 points for days present, 2 points for days on time, and 2 points for days without discipline. If 2 discipline problems are recorded for a day, subtract only 1 point for that day. Another example appears on Form IVD1.

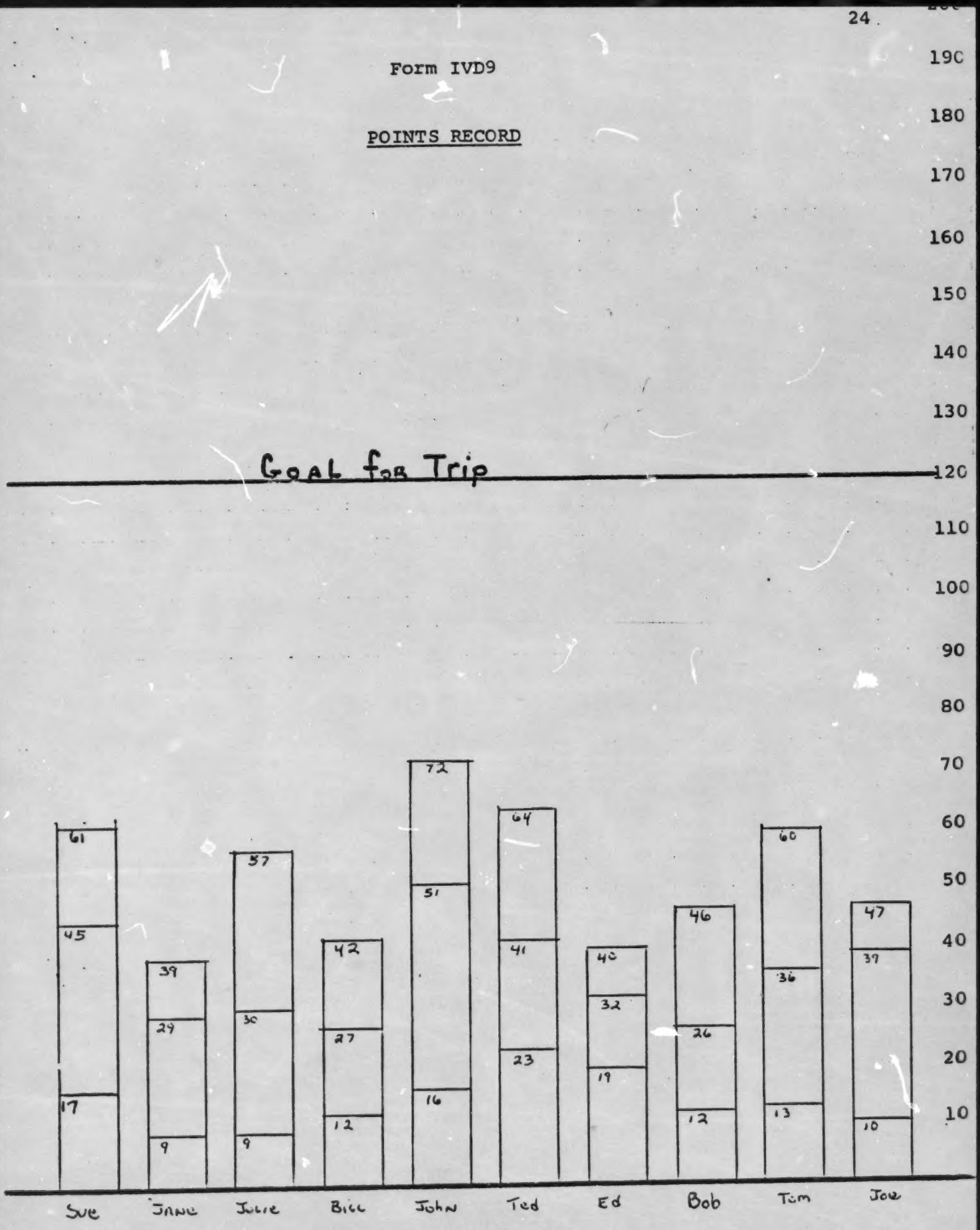
3. Tell the students that the number of "Yes's" from teachers will be counted from the "Weekly Report Card" starting with the second group meeting. One point will be given for each "Yes" and recorded except for a "Yes" under "Homework Assigned." After the student records the number of "Yes's" and the number is checked, the leader will cross out the recorded row on the report card to avoid duplication of points for the next week.
4. Students then add up points and enter the number next to Subtotal 1. Then they must rewrite Subtotal 1 at the end of the arrow to the right.
5. Students receive 1 point for every rule obeyed during

the group meeting. Then the students add up these points and record the number next to Subtotal 2. Then they rewrite Subtotal 2 at the end of the arrow to the right.

6. Students then add the subtotals to calculate the Weekly Total. Then students rewrite the Weekly Total at the end of the arrow to the right.
7. At the second week's group meeting, the Weekly Total is than added to the Previous Total to get the New Total.
8. Check student calculations, and place check marks to the right of their "New Totals."
9. Record wee' ly points on Bar Graph (Form IVD9) so students can view their progress.
10. After the meeting, fill out Points Earned sheets for students who were absent and record their points on the Bar Graph. (I do not record points for "Yes"s so that students can do it themselves next week.)

Form IVD9

POINTS RECORD



Chapter V: Teacher Conferences Between Group Meetings

A. Teacher conferences are held each week and the best time was found to be before students arrive at school in the morning or when a teacher has a free period. It is useful to concentrate on one subject each week, e.g., see Math teachers only for all students. It is imperative that you empathize with teachers during the conferences so you are not seen as a threat.

B. Circle, on Form IVC, a "Yes" or "No" if you can for each of the six categories on the sheet. If a teacher says "sometimes," place a circle between the "Yes" and "No." Assure the teacher that you will discuss the teacher's ratings with the students.

C. If a student receives an unsatisfactory report, record the reasons, and also how he/she can improve next time. If a student receives a good report, record why, so that this can also be brought to the attention of the student.

D. A convenient way to record teachers' comments is to have these Report Card forms attached to a clip board. In this way, one can immediately enter all comments and suggestions made by a teacher, concerning a student, before proceeding to the next teacher without forgetting what was said. It is also helpful to indicate the date the teacher meeting was held by entering it in the space marked "Date" on the far right.

E. As the year goes on, the teacher conferences can become times when you and the teacher share ideas about how you are helping the student together.

F. Point out positive changes to teachers whenever you can.

Chapter VI: Other Activities Between Group Meetings

The most salient activities of the Early Secondary Intervention Program (ESIP) actually go on between group meetings. These activities are done for program students whether or not they attend group meetings. These activities are all designed to help ESIP students earn more points (i.e., improve their attendance, behavior, and schoolwork). Points are recorded for students even if they do not attend group meetings. The circumstances which call for activity between group meetings and the suggested activities are following:

ESIP Activities Between Group Meetings

A. When a student's absent

1. see if parent called front office
2. if not, call home until someone answers and say you missed Johnny
3. then acknowledge improved attendance with regular letters home

B. When a student's tardy

1. speak to student and make plans to overcome tardiness
2. next time, call home to talk to parent about it - say you're afraid Johnny will get in trouble if it continues and plan to work with parent to overcome it.
3. praise student when on time

C. When a student doesn't do classwork

1. speak to teacher - what was student doing?
2. speak to student and teacher together if possible
3. observe class
4. call parent and arrange for student to do it as homework
5. do classwork after school and/or during mini-course meeting
6. arrange for a volunteer to do work with the student
7. praise student when work is done - point out how good it feels to hand work in

D. When a student hasn't completed homework

1. speak with teacher and student together
2. make plans about how student will complete it

3. call or visit home second time - initiate sending copy of Weekly Report card home if parent wishes
4. help student do homework during group meeting
5. praise when it's done

E. When behavior is not satisfactory

1. talk with teacher to learn details - encourage immediate consequences
2. talk with student about alternatives
3. role play alternatives in group meeting
4. observe class
5. talk with parents and arrange for student-parent-teacher conference
6. send Weekly Report cards home
7. refer child to Child Study Team or Children's Psychiatric Center if necessary
8. give immediate praise when behavior is O.K. for an hour or a day

F. If student does not take proper materials to class

1. talk to student - make plans
2. recognize every time student goes prepared
3. call or write parents if student needs materials and if student doesn't talk to them him/her self

Chapter VII: Follow-up Records on Student Fact Sheets (Form IIIE)

Each leader activity between group meetings and student's group meeting attendance is recorded on the right side of the Student Fact sheets. Use the Key at the bottom of the sheet. Ideally, every mark on the left half of the Student Fact sheet will be accompanied by a mark on the left half of the sheet under "Follow up." This recording helps leaders remember what activities they have already tried to help a student improve his/her school adjustment; it also helps the leader remain firm and consistent in his/her support of the student even though the student does not seem to be affected by the leader's efforts.

Chapter VIII: Group Meeting Activities

Most group meeting time will be filled with discussing the feedback about the students from the teachers and the school records and recording the weekly points. It is useful and fun to role-play with the students what they could do during the next week to improve their school records. If there is still time remaining during the meetings, the following activities could be done with the students:

1. Help them learn good study habits by having them do schoolwork at group meetings.
2. Help students fill out and send in Social Security card applications so they are ready to take summer jobs when they are old enough.
3. Ask students to predict their grades just before report cards come out and subsequently give a bonus point for every accurate prediction. This exercise teaches students to be aware of and assess their academic standings realistically.
4. Find evidence of small steps of improvement and give bonus points for them, such as (a) everyone remembered to bring a pencil; (b) everyone stayed quiet during a fire drill; (c) some social studies projects were handed in on time; (d) someone in the group "took care of" someone else nicely, etc.
5. Talk about how individual teachers decide what grades to give and how the students would decide what grades to give if

they were teachers.

6. First 6 items in "Name Tags" (p. 70) exercise in Simon & Clark book.
7. "Voting" (p. 94) exercise in Simon & Clark book.
8. "Boxed-In" (p. 124) exercise in Simon & Clark book.
9. "Twenty Things" (p. 35) exercise in Simon, Howe, & Kirschenbaum book.
10. "Values Voting" (p. 38) exercise in Simon, Howe, & Kirschenbaum book.
11. "Proud Whip" (p. 134) exercise in Simon, Howe, & Kirschenbaum book.
12. "Life Inventory" (p. 316) exercise in Simon, Howe, & Kirschenbaum book.

Chapter IX: Trips ESIP Students Can Earn

Ft. Monmouth tour

Great Adventure Safari

Great Adventure Enchanted Forest

Pathmark Training Center in Hazlet

Allaire State Park

Brookdale & the Nature Museum

Nature Hike in a County Park

Picnic and baseball and volleyball games

Roller Skating

Garden State Arts Theater

McDonald's tour - Neptune

A movie

Sandy Hook Park Nature Hike and Picnic and Swim

Holmdel Park Picnic

Ships at Leonardo